Advocacy report template

GWI advocacy goals

1. 100% of UN Member States commit to policy, legislation, budget and infrastructure to facilitate transition of girls from primary to secondary school and ensure gender parity and gender equality throughout secondary education by 2030.
2. By 2030 100% of UN low income Member States have increased access to tertiary education for girls and women by 50%.
3. 100% of UN Member States commit to and implement policies for continuing education to empower women throughout the life course, within the formal and informal economies.

Please bear in mind these three overarching, long-term goals in any UN intervention that you make on behalf of GWI. Any intervention should push these three goals further.

NB: *Although these goals represent GWI's mission, UN Reps are also invited to promote GWI key messages on areas where especially relevant e.g. women in STEM, securing investment in women teachers, addressing barriers to girls' education such as child marriage.*

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Meeting attended: (place, date, time, name of meeting): *Tomorrow Ready: UNICEF Executive Board Special Focus Session*; 9/12/18; UN - NYC.

Speakers: Nicholas Thompson, Editor-in-Chief, Wired; Stephanie Sy, CEO - Thinking Machines Data Science

Facilitator: Hannah Godefa, Education Advocate & Student, Duke University

Subject of meeting: How to highlight the role of innovation to engage, enable, equip, and empower young people for the world of tomorrow.

1. Today's global challenges require a coordinated and connected approach.

2. We need to look at the entire ecosystem
   *conducting joint research

*developing new business models
　　　　*supporting innovation through policy
　　　　*creating an environment that allows one to take risks, try new things,
　　　　　and fail fast in order to deliver vital products and services to the world's
　　　　　2 billion children
　　　　*need a balance - maximize benefits while protecting and safeguarding
　　　　　children's identities, material, and privacy online

3. No one sector can do it alone - governments, UN, private sector, NGOs are all needed.Partnerships must work at both the global and local level.

4. 65% of children entering primary school today will work in jobs that do not yet exist.

5. For the first time we will have machines that are better than humans at almost all of the things that we've been good at before.

6. Need innovative in-school learning as well as mentorships, apprenticeships, and pathways to employment.

7. These technologies need to be accessible to marginalized children, those experiencing conflict, young women and girls, out of school children, and children with disabilities. New technology, remote learning, mobile learning etc. can allow us to reach hard-to-reach children.

8. Having accurate data about schools is key for NGOs, governments, and private sectors in order to provide quality education, promote life-long learning, equalize access, and ultimately reduce poverty.

9. Unfortunately, most education facilities' records are inaccurate, incomplete, or nonexistent.

10. High-resolution satellite imagery and deep learning techniques would allow us to map every school in the world. With that information we could identify the gaps, the information needs, and the connectivity needs, as well as help national governments organize their education systems.

11. UNICEF is committed to doing research and case studies with the private sector and UN agencies.

Challenges UNICEF Has Taken On

1. School furniture - Infrastructure issues - (procurement burdensome, transportation weak or nonexistent). In addition, children's furniture is poorly structured, not child friendly, and often ergonomically incorrect. UNICEF is going to develop innovative furniture that is built with local materials by local workers, easy to assemble, and constructed locally.

2. Language - create context specific language learning platforms for refuges, migrants etc.

3. Data - DATA MUST SPEAK - can empower ministries of education to make more equitable and effective resource allocations. Joint effort by UNICEF, Global Partnership for Education, Hewlett Foundation, and the Education Thematic Fund (funded mostly by Norway). DMS is driven by a country-specific context - includes tools such as district and school profile cards, dashboards automatically generated from national databases, and training modules.

4. Child & Adolescent Abuse - A majority of children worldwide may experience violence at the hands of caregivers. 15 million adolescent girls report forced sexual acts. PRIMERO - case management digital solution. Identifies vulnerable children, get referrals for services.

5. Secondary School - bring 21st century skills to secondary school students. GIRLS GOT IT - aimed at developing STEM skills in girls.

6. UPSHIFT - combines social innovation workshops, mentorships, and seed funding to equip young people with the skills and resources they need to identify problems in their own communities and create solutions.

Refers to SDG # 4, 5

Intervention by GWI rep: (what you did)
Disseminate information.

How this serves GWI members:
Indicates to GWI the rapidity in which UNICEF and digital technology are moving toward shaping education in multiple countries. Must examine the benefits as well as the risks of technology and the way it could shape the future of education.

Next steps: (what needs to be done)
Continue to report back on UNICEF updates.

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